**Food and Hunger**

**Level 1**

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| **Department:** | | **World Languages** | | | |
| **Course:** | | **French I (Targeted Proficiency Level – Novice Mid)** | | | |
| **AP Theme** | | **Global Challenges** | | | |
| **Topic:** | | **Food and Hunger** | | | |
| **Learning Scenario** | | Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don’t eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues. | | | |
| **Standards** | | *Goal 1: Communication*  Standard 1.1- Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.  Standard 1.2 – Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.  Standard 1.3 – Presentational Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety or topics.  *Goal 2: Cultures*  Standard 2.1 – Practices and Perspective: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.  Standard 2.2 – Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.  *Goal 3: Connections*  Standard 3.1 – Knowledge of Other Disciplines: Students reinforce and further their knowledge of other disciplines through the foreign language.  Standard 3.2 – Distinctive Viewpoints: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.  *Goal 4: Comparisons*  Standard 4.1 – Nature of Language: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.  Standard 4.2 – Culture: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.  *Goal 5: Community*  Standard 5.1 – Beyond the School Setting: Students use the language both within and beyond the school setting.  Standard 5.2 – Life-long Learners: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. | | | |
| **Stage 1: Desired Results** | | | | | |
| **Understandings** | | Food is necessary for life.  Hunger is everywhere. | | | |
| **Essential Questions** | | How do we eat well?  Why does hunger exist? | | | |
| **Skills / Functions**  what students know, understand and be able to do | | | **Knowledge**  what students need in terms of vocabulary and structures to demonstrate their knowledge | | |
|  | | | **Vocabulary** | | **Grammar** |
| ask and answer questions about food and hunger | | | Are you hungry?  I am/am not… | | to have  idioms (avoir faim) |
| talk about likes and dislikes concerning common and international foods | | | Do you like….?  I like / don’t like?  I like a little  I like a lot  I love  I hate  typical level 1 foods – 20 words  selected cultural foods from various French speaking countries – 20 words | | definite articles  negation  -er verbs |
| identify where certain foods are from and identify key ingredient(s) | | | (La tagine) is a specialty from (Morocco).  There is couscous, beans, carrots, squash, olives, tomatoes, etc. | |  |
| ask and answer if they would like certain dishes and give reasons | | | Would you like to (name)?  I would/would not like because | |  |
| find out where and explain why hunger exists in the world | | | Food is necessary for life.  Where are people hungry?  How many people are hungry?  (percentage) of people are hungry  Hunger exists because of war, poverty, climate  drought (not enough water) | |  |
| say why they make good / poor food choices | | | I eat well because  to be healthy, to avoid  cancer  obesity  energy  healthy  unhealthy | |  |
| **Stage 2: Assessment Evidence** | | | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | | | |
| Interpretive | Students will read short authentic texts that provide information on food and hunger. They texts will be excerpted from Copain du Monde. Students will be given key English words and asked to find the French equivalent. They will be given statements and will indicate which statements provide information that is shared in the reading. They will also watch a brief youtube clip and state the main idea of the clip in English. | | | | |
| Interpersonal | Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images. | | | | |
| Presentational | Students will create a public service announcement to address nutritional and / or hunger issues in their community. | | | | |
| **Formative Assessments** | | | | **Other Summative Assessments** | |
| Students will assume the identity of a child in another country and will present basic facts on food and nutritional issues. | | | |  | |
| Stage 3: Learning Activities | | | | | |
| **Hook** | | Movie – Hungry Planet | | | |
| Abbreviated list of activities from session:   1. WORDLE-likes/ dislikes-healthy/not healthy (opinion) 2. French food pyramid-eating healthy-likes/dislikes (Do I eat well?)-self-evaluation 3. Pictures with ingredients - I prefer this because I like series of slides with pix and ingredients-simple words(healthy or not) 4. SOS faim movie-interpretive activities, numbers 5. Hunger map-you live in...are you hungry? (focusing on different parts of the world) 6. Wefeedback activity – impact of your favorite food on world hunger. I eat drink (food) and impact on hunger 7. Interpersonal summative assessment Where do you live, are you hungry what do you like...etc. | | | | | |
| **Resources** | | | | | |
| http://terrill-theisen2011.wikispaces.com/ | | | | | |